DOCUMENT RESUME

ED 109 351 CE 004 134

TITLE	Clothing Speaks: 4-H Leader's Guide and 4-H Member's Guide.
INSTITUTION	Extension Service (DOA), Washington, D.C.
PUB DATE	[70]
NOTE	82p.; Reprinted from "The Real You" by Rosalie Horstman Haines
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (Leader's Guide $0.25; Member's Guide $0.55)
EDRS PRICE	MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS	*Clothing; *Group Discussion; *Hygiene; Leaders Guides; Personal Values; Role Perception; Self Concept; Social Values; *Teenagers; *Units of Study (Subject Fields)
IDENTIFIERS	4 H Programs

ABSTRACT

Designed as a group project for boys and girls between the ages of 14 and 17, the informal discussion unit on clothing deals with total appearance (Accessories, hair, make-up, grooming, posture, mannerisms, facial expression, and clothes) and its relationship to self-understanding and one's role in society. The unit is organized into four parts: what clothing tells, values and clothing, how others see you, and finding yourself. The leader's guide contains information and a discussion guide for each of the parts, while the youth guide contains a corresponding information sheet and an experiment guide with activities and projects for use during and after discussions. (EA)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED109351

FILLE COPY
4-21-70

CLOTHING SPEAKS

4-H LEADER'S GUIDE

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

U.S. DEPARTMENT OF AGRICULTURE
FEDERAL EXTENSION SERVICE
ESC 567

CE004134

CLOTHING SPEAKS

4-H Leader's Guide

CONTENTS

	Page
Letter to Leader	3
What Clothing Tells	4
Discussion 1	8
Values and Clothing	11
Discussion 2	13
How Others See You	18
Discussion 3	20
Finding Yourself	24
Discussion 4	28
References	31

This publication is reprinted from The Real You, Leader's Guide, by Rosalie Horstman Haines, courtesy of the University of Nevada.

DEAR LEADER:

This clothing unit is intended as a GROUP PROJECT to be used by both boys and girls between 14 and 17. It is written to be used as an informal discussion unit with activities outlined in the LEADER'S GUIDE.

Purpose: The purpose of the unit is to help youth better understand themselves and their place in society. Learning what appearance can communicate is one way to achieve some of this knowledge.

Definition: Clothing is used in the context of referring to the TOTAL APPEARANCE. It includes such items as accessories, hair, make-up, grooming, posture, mannerisms, facial expression, and clothes. When we view a person, we see all of these together as well as the separate breakdown of items worn.

Content: The unit is organized into FOUR parts. The leader may extend this into more parts if all the material is not covered in one discussion session. This LEADER'S GUIDE contains information and a discussion guide for each of the four parts. The YOUTH GUIDE contains an INFORMATION SHEET and an EXPERIMENT GUIDE in each of the four parts. The Experiment Guide corresponds to your Discussion Guide and contains activities and projects for use during and after the discussions.

Materials Needed: You will need loads of current magazines to cut out pictures of real life people to use as visuals in Discussion 1, 2, and 4.

Caution: The information presented is not to be taken as the final word of truth on any subject mentioned. Many research studies are done with limited groups of people and the results of the studies are sometimes true for that group in a particular situation but may not be true for all people in all situations. Challenge the information presented, make your own observations about others, and look within your own experiences and those of the youth you are leading to validate the information presented. Read the YOUTH GUIDE along with your LEADER'S GUIDE so that you can integrate the information presented in both units.

As a LEADER, your main role is to be a consultant. The discussion guide in each section will guide you in presenting the activities.

Sincerely yours,

Clothing Specialist

WHAT CLOTHING TELLS

In order to talk about the meaning of clothing and what one's appearance can communicate to others, you must be made aware of the definitions and use of three terms that appear throughout this unit. These are CULTURE, STATUS, and ROLE.

CULTURE: Culture can mean "social heredity" or the things men learn when they are trained with a particular group of people (Beals:5). Within this broad definition, many, many groups could be classified as cultures. Your 4-H Club would be a culture. The United States has one broad culture which contains many subgroups or cultures. Many of these groups have characteristics which distinguish them from other groups, yet all the groups will be alike in common values and behavior that are characteristically American. Americans as a cultural group will in certain respects behave and dress differently from Africans and Japanese, yet because all are humans, Africans, Japanese and Americans will behave alike in some ways. The notion of a cultural system is useful only when it can be shown to have value in predicting and explaining the behavior of some group of people (Beals:20).

CULTURE AND SOCIETY: Culture and society are different facets of the same thing. (Beals:8) Cultural tradition refers to the ideas, feelings and practices that people acquire as members of a socio-cultural group. As members of a group, people learn what behavior the group considers right and wrong. These take the form of FOLKWAYS, MORES, CUSTOMS AND LAWS. All are social norms or habits, but they vary according to the degree of conformity required and the severity of the sanctions used to enforce them (Horn:66).

For example, in the United States it is a folkway for a man to wear a coat and tie to a nice restaurant. If he doesn't, the proprietor may not let him enter or if he does go in, people may think he has poor manners. It is in the mores to wear modest clothes, although the idea of modesty changes with fashion. If a girl wears a low-necked dress, people may raise their eyebrows and wonder about the girl's morals. It is a custom to wear white to be married. Should a girl wear a color, people will think she has either been married before or that she doesn't have the moral character to wear white. It is shocking to have a custom broken, even though people are no longer aware of the significance of the custom.

It is a law in the United States that people wear clothes. One would go to the greatest extreme in disrupting the social order if he went naked on the street. It wouldn't take too long for him to be put behind locked doors. Folkways, mores, customs and laws about how people should dress and behave vary from culture to culture. For each role there are certain expectations of behavior, even though many, many ways of behavior may be acceptable in any one role.

STATUS: This is the social position of an individual with reference to other members of a group in his society. One occupies a status. The individual can hold as many statuses as there are recognized characteristics of the individual in his culture. Whether a person is male or female, young or old, each of these characteristics has an associated status.

If a status is ranked, a higher status carries more prestige. Status is ranked according to what a culture values. Status symbols, which could be a khaki work shirt or a mink coat, reveal a person's ranked status. Does a khaki work shirt or a mink coat have more prestige? Prestige symbols in the United States can be success symbols such as a mink coat, sportscar, or a large house. The social position of a person can be determined by a specific attribute such as money; a cluster of attributes such as money, education and good looks; or a summation of attributes as all the ones mentioned in addition to the right kind of taste in clothes and entertainment.

ROLE: All statuses have attendant roles. Membership in a cultural system constitutes what social scientists refer to as status, and when people play the role of member, they interact and communicate. Role is the pattern of expected behavior attached to and associated with a particular status. One's success in a status depends upon how well he performs the role connected with the status. If one wants to achieve a new status, he must first master the role attached to that status before he will be fully accepted by others. For most statuses, there is a lot of flexibility in what is considered acceptable behavior. The expected behavior for one role may be that one conforms to what other people are doing and dress as they do. Another role may require that an individual be as different as possible from everyone else.

When people interact, whether they realize it or not, they evaluate each other's performance of his role. People may not think about this process until someone acts in an unacceptable way. Then everybody knows - people don't have to compare notes - that the observed behavior was out of line. If you see a grandmother in a mini-dress, you may not consider this proper behavior for someone with grandmother status, but you would consider it a normative pattern of behavior for a teenager. If the grandmother persisted in wearing mini-dresses, depending upon her personality, you may either pass her off as an eccentric and love her for it; or regard her as someone not very perceptive of what is going on in the world.

FIRST IMPRESSIONS

One's clothing and appearance are the first cues we have in determining a person's status and role. The clothes and way he appears when we see him tell us the role in which he is involved at the moment.

Impressions mean more when we are meeting someone for the first time. We use appearance as a tool in forming impressions of people we do not know. As you meet anyone, you not only develop impressions of him, but he forms impressions of you. Whether you consciously realize it or not, you categorize each other according to status and role. Every item worn gives the

other person cues as to what the individual does for a living, how much money he has, what his interests are, where he is from, and perhaps even his values and moods. People usually form impressions about another's status and roles with a high degree of certainty in feeling that their perception and impressions are correct. Even though the impression the other person makes about you, or you make about him is completely erroneous, it is made with this high degree of certainty and influences social relationships.

Although the previous explanation of perception may seem complicated, appearance is a short-cut in communicating. We can see at a glance that one woman is a waitress, so we know her status and expect certain behavior from her and in response know how to act toward her. All of this action takes place within a few seconds and is automatic on our part. Therefore, appearance is often an immediate cue which triggers quick action and thinking on our part of which we are seldom consciously aware.

IN ORDER TO MAKE WISE DECISIONS IN CLOTHING PURCHASES AND BEHAVIOR PATTERNS, IT IS IMPORTANT TO BE CONSCIOUS OF WHAT APPEARANCE COMMUNICATES IN VARIOUS ROLES.

APPEARANCE CAN COMMUNICATE MANY STATUSES AND ROLES

Before we list all the statuses and roles that one's appearance can communicate, we should understand that almost never would we perceive all of these characteristics upon first seeing someone. The roles and statuses perceived will depend somewhat upon the interests and values of the observer, and, the particular situation.

OCCUPATIONAL STATUS

We refer to white and blue collar workers. These are old terms. Secretaries and college students may dress a lot alike but there are still subtle differences that everyone knows about and could tell you if you asked them. People usually have an idea of what kinds of clothes are expected in certain jobs or professions.

MEMBERSHIP STATUS IN GROUPS

Blazers or Scout uniforms are examples of clothing that show membership status. A gang wears black jackets for motorcycling, and certain other signs and tatoos identify them.

SOCIO-ECONOMIC STATUS

In the United States, there is at present less differentiation of status by one's clothing than in the past. Designer originals are copied and mass produced and available in all prices. At one time the mink coat was the most obvious high status symbol. Although a mink coat has lost some of its prestige, it is still considered high status by many. Sometimes "reverse snobbery" is used by very high status people who delight in being "under dressed" and do not seem to be interested in fashionable clothes.

SEX AND AGE ROLE

The kinds of clothes considered masculine and feminine vary with each culture

and period in history. Traditionally the American male has dressed very drably and the woman in the more colorful clothes. Some research analysts have said that the United States is at the beginning of a "Peacock Revolution" and that men's clothes will continue to become more colorful and decorative. There is also a great emphasis on youth in the United States. We say there are no old people, and for many clothes we make little differentiation in the kind worn by people of any age.

ACTIVITY ROLES

Sometimes we can tell from the clothing worn what a person is about to do or what he is doing. Special clothes are often worn for skiing, tennis, gardening, wrangling and many other activities.

ATTITUDES, INTERESTS AND VALUES

These are abstract qualities which may also be communicated by appearance. The hippie may hope he is perceived as an individual who is above such trivial interests and values as those related to fashion, even though the clothing he chooses identifies him with a hippie norm. They may consider it just as important to relate their attitudes, interests and values through their symbols of bells, flowers and colorful clothes.

MOOD AND PERSONALITY

When individuals are all dressed up or well groomed, we often assume their mood is high. When they are careless and sloppy, we think the opposite. Personality traits are perceived and these perceptions sometimes vary with clothes the individual is wearing. Research has found that judging a person's personality by using appearance as a cue is usually no more accurate than chance opinion (Ryan:29). People do use clothing and appearance, however, in perceiving other's personalities. There is a close, although still poorly analyzed, relation between one's personality and one's status.

ACCURACY OF IMPRESSIONS

Under ordinary circumstances, one may be fairly accurate in the perception of some occupation and group memberships, probably make a better than chance estimate on socio-economic level, and no better than chance opinion on personality characteristics and intelligence. Some people, however, can dress deliberately to give the wrong first impression.

In forming impressions of others, the amount of agreement among a group of people will determine the total impressions made and will help in determining what attributes made the impression.

WHAT DETERMINES OUR IMPRESSIONS OF OTHERS

Colors, lines, textures, and types of garments worn influence us. Sometimes the hairdo will tell us more about a person than his clothing. Our values and interests also determine what we see in others.

We assume that the way in which we perceive people is learned and depends upon

our past experiences. For example, if someone had seen only Indian women wearing saris, then saris would be associated with India and that person may tend to classify everyone with a dusky skin and black hair who wore a sari, as coming from India.

FAMILY AND FRIENDS

Clothes of a family member or friend do not usually communicate anything to his own family or friends. The way a friend is dressed may tell us the mood he is in, whether he is tired, or what he is planning to do next. (Dressed for skiing.) How we perceive people varies with how well we know them. Our family and friends, however, may give completely different impressions to strangers.

STEREOTYPES

Stereotyping is used by many to classify people. Thus all people of one race, nation, occupation or other group are classified as having similar characteristics and appearances. The more one knows about the individuals from these groups, however, the more the stereotype breaks down, and you see them as unique.

Stereotypes are almost always pictured visually. The clothing and grooming as well as the body build and coloring are a part of the stereotype. The stereotype of a college professor is sometimes a tall, thin pale person, wearing a tweed jacket and glasses. Stereotypes can blind a person to what is true about another person.

DISCUSSION 1

(CORRESPONDS TO YOUTH GUIDE, EXPERIMENT 1)

The discussion is set up to help the teen become aware of the subtle cues clothing can communicate about someone.

1. LEARNING ABOUT STEREOTYPES

Clothing Cue Test: This test is designed to discover the teen's first impressions and stereotypes of various roles.

After the test has been given, you can use the pictures to discuss what occupational groups or roles are appealing to them. They may want to talk about their career plans.

This would be more appealing to a group age 16 or older. Usually 13- to 16-year-olds are not yet concerned with this. The younger ones may want to discuss how clothing can help them get a job. They may also want to talk about the clothing habits of certain gangs or clubs on their age level.

GIVING THE TEST

Have about 10 pictures of people in various roles. Include pictures of people in occupations which require uniforms such as waitresses and also occupations where

uniforms are not worn. Include a few of the important youth roles such as student council president.

Choose pictures of real people (rather than posed models) in magazines or newspapers. Mount these pictures on construction paper. On the back of the mounting, for your own information, indicate the role of the person pictured on the front.

Show each picture to the group. They can use their activity guide to record the impressions. Have them respond in the following way:

a. Write down the role they think the person pictured represents (i.e., doctor, writer, student).

b. Write down the attribute about the person that made them choose that particular role.

c. After they have finished looking at all of the pictures and writing down their comments, go back through them with the group and see how many agreements or disagreements there were as to the perceived roles.

This will usually cause excitement because they will be anxious to compare their impressions with others in the group.

2. APPEALING ROLES AND JOBS

For the second part of the discussion, ask which of the roles are most appealing to them, and the type of clothing required by these roles.

TRY TO HELP THEM UNDERSTAND THAT:

- Clothing is a cue in forming impressions of others.
- impressions made by appearance and dress have great impact when seeing people for the first time.
- In order to create desired impressions through dress, the individual needs to be aware of the meaning dress communicates to others.
- An individual may be more immediately accepted in a role if he conforms to the group's expectations of that role.
- Clothing may help the individual make adjustments when changing from one role to another and to attain success in that role.
- Conformity in roles. Everyone conforms to some group of norms in all the various roles he is required to perform. The hippie conforms to the groups of people he likes. Sometimes the expectation for a role is to be as different from everyone else as one can be.

3. FASHION COUNT

Assignment for next time is to bring to the group the results from a Fashion Count. The form to use and instructions on how to do one are in the Youth Guide.

Have them find cut the norm of dress from the group they like or dislike most.

Have them decide what they would like to count. Below are some ideas.

Length of skirt
Length of hair (boys)
Width of trousers (boys)
A current fad (long sweatshirt)
Kind of shoes

Instruction on a Fashion Count.

a. Have the teens make the count in groups of two if possible.

b. Choose a particular place or occasion. (Example: Drive-in, if they hang out there. School dance. School.)

c. Choose a place to watch. An entry or exit is preferred.

d. Observe everyone that goes by or into the occasion being watched.

e. If you are observing hair length on boys, put one mark by the category he would fall into.

f. When finished, count up the marks in each category and put the total to the side.

g. Add up all the totals. In proportion to the total, they will be able to see what the greatest number of people are wearing.

Count for as long as they have the time to count - up to a maximum of 45 minutes or 100 people. If they are pressed for time, have them do it for about 10 minutes.

VALUES AND CLOTHING

A VALUE is something a person considers important. Values of a group or culture are expressed in the feelings, ideas, and ways of life and behavior people consider very important. Values are what make groups or cultures different from one another.

As many groups and cultures respond to new circumstances and mingle with other groups as they have in the United States, the values that once distinguished separate groups are often modified and values common to all survive and characterize people as Americans regardless of the subgroup or culture to which they belong.

VALUES influence the decisions a person makes. In order to understand how values influence people's behavior in terms of appearance and the clothes they wear, it is important to identify what the values are that Americans have.

AMERICAN VALUES

A more complete list and explanation of what Americans value is in the YOUTH GUIDE and will not be repeated here; however, a few points of emphasis will act as a supplement.

Americans value SUCCESS, COMPETITION, EQUALITY, STATUS, and COMFORT. Success is important and is usually measured in terms of money. Status is achieved by being successful. Americans work for status and live for comfort. In order to be successful, you must compete. Anything that gives you an edge over your competition, you buy. If being a blond will give you this edge, you are going to buy it in a bottle. Americans believe that everyone has to make it on their own.

Although Americans give status to success and value competing with others to get it, they also want everybody to be successful. Equality as a value says that everybody has the right to win. We can't distinguish the bank president's son or daughter from a laborer's son or daughter when it comes to the kind of clothes they wear. Americans value being fashionably dressed, but with mass produced clothes, we have made it possible for anyone to achieve this.

FASHION

Fashion is the concept of the kind of clothes that people consider currently appropriate and express a feeling for the present. Mass fashions are the most widely accepted versions of high fashion trends. Americans value the new and so fashions change rapidly. We like people to dress for the time and so we look at someone as though they're "out of it" if they wear dresses 2 inches below the knee when the fashion is 4 inches shorter than that. With current forms of communication, people's ideas of fashionable dress are becoming the same all over the world. Some people in the fashion business say we are headed for an international look in dress.

WHAT INFLUENCES FASHION?

Ways of dressing are referred to as mores and customs when they incorporate the

basic moral and ethical values of a culture. People in the U.S. wouldn't think twice about calling someone immoral who went topless, yet some island cultures may not understand this "false modesty." Values give direction to the kind of clothes that can become fashionable. The things that influence what kinds of clothes are fashionable are listed below.

Technical Developments

The tremendous developments in research have given the world new synthetic fibers which have considerably changed the kind of clothes people wear. Modern heating and cooling allows buildings to be warm in winter and cool in the summer. Clothes are becoming more for year-round wear. Airplane travel has created a demand for lighter weight clothing that doesn't wrinkle. Smaller families and higher incomes have allowed women more time and money to spend on fashion. Increased speed of communication has made fashion news available to practically the whole world.

Current Events

Political happenings, movies, world affairs, art ... these are all reflected in garments, textiles and accessories. The focus on Africa or nations as developing countries has been reflected in native prints and safari inspired suits and sportswear. The taste of famous people in the news will sometimes influence mass taste.

Business Regulations

A large number of people's clothing is regulated by their business or profession. (Policemen, waiters, etc.) In other occupations, the regulations are less specific and sometimes not verbalized but nevertheless binding. Salesgirls, secretaries and professors all are expected by their employers and the public to wear certain kinds of clothing. The fashion industry creates fashionable clothing that comes within the acceptable limits for all kinds of jobs.

Attitudes Toward Youth

In cultures where children and teenagers have been considered miniature adults, the clothing reflects adult tastes and values. At present, with emphasis upon youth and teenagers as individuals with special needs, the attitude has been that these individuals should be given freedom of expression. The youth market today is what keeps fashion moving.

DO ALL PEOPLE VALUE FASHIONABLE DRESS?

Research has found that interest in fashionable clothes seems to reach a peak during adolescence and decreases with increasing age. Interest increases with advances in socio-economic position up to the highest socio-economic group where interest in fashionable clothing is sometimes lower. Those from urban backgrounds have been found to generally have a greater interest in fashionable clothes than those from more rural backgrounds. (Ryan:116)

DISCUSSION 2

(CORRESPONDS TO YOUTH GUIDE, EXPERIMENT 2)

1. RESULTS FROM FASHION COUNTS

Begin the discussion this time by having the group report the results of the Fashion Counts. Ask them if they were surprised at the results. They will probably have some wild outfits and people to report about.

Keep a brief record of their findings.

_____

_____

_____

After the reports have been sufficiently shared with everyone, give them the following assignment for the next lesson:

> Have the boys go to a men's store and talk to the manager or buyer of teen's clothes. It is good to choose a shop that caters to campus clothes or ones for the high school age group. Have them ask the buyer's opinion of fashion trends. Have the girls go to a shop that handles clothes for their age group. They may want someone like this to speak to them at their next meeting. If so, at this time they could make the request.

BY DOING THIS, THEY CAN GET AN IDEA OF WHAT THE STORE STOCKS AND WHAT IS SELLING TO PEOPLE THEIR AGE. HAVE THEM COMPARE THEIR FINDINGS WITH THE RESULTS OF THE FASHION COUNTS.

2. HOW CLOTHING EXPRESSES VALUES

The lesson is set up so that through the discussion the group becomes more aware of their own values in relation to their appearance and dress.

BEING AWARE OF ONE'S OWN VALUES HELPS A PERSON TO BETTER UNDERSTAND OTHERS AND HIS OWN PERSONAL RELATIONSHIPS.

A. Show picture of a hippie or other youth who hangs out on the street barefoot.

Questions to Ask Group

What is your first reaction to this picture? Do you like him/her? Why or why not? Does it bother you, the way he/she dresses? Why or why not? Do you think this person has any of the same values you have? If so, what would they be? Do you think this person's clothes and appearance represent what is important to him? What do you think is?

Note to Leader

It is important to let the group arrive at what they think about and see in the picture. After most of the ideas have been expressed by the group, you may point out that cleanliness is an American value. We tend to be repulsed by dirty people. If this trait has been associated with their discussion of the hippie and they dislike the hippie, this may be one reason for it.

Another American value is responsibility and work. When someone does not have these values, we tend to dislike him. A person's appearance and clothes represent individual and group values.

B. Show pictures of Current Fashions in the United States.

Include also pictures of fashionable clothes that the youth would want to wear, but are not particularly acceptable by their parents or school authorities. Example: Short skirts or long hair on boys if these are problems.

Questions to Ask Group

What do you think of these fashions? Do you or would you wear them? Why or why not? What do your parents or teachers think of these fashions? Do you feel they have a right to dictate dress to you?

Note to Leader

One of the biggest conflicts youth have is between their own emerging values in relation to their own group and some of the traditional ones their parents and teachers have for them. There is tremendous pressure on youth to be a part of their group through conformity in appearance. Some feel this pressure more than others. A short skirt may have been immoral when the parents were young, but the young now look at the short skirt through different eyes. Accordingly, they do not necessarily consider that the moral standard is being threatened as their parents may think.

C. Show pictures of Current Fashions of the Locality.

Questions to Ask Group

How many of you wear this? What do you think of it? How did this fashion start? Are there any kinds of clothes people wear at your school that are not very fashionable and you might remember as being funny looking?

Note to Leader

After they have expressed themselves on these issues, you may bring out that being like the group and conforming are values of certain age groups when people are young. Conformity is usually very important to junior high school age youth.

Questions to Ask Group

Do your friends wear the same kind of clothes you do? How are they different?

Note to Leader

There is a general trend for persons to choose friends who are similar to themselves. The evidence for this is strongest and most consistent for attitudes, values, and social background characteristics. If clothing is an expression of these, then one may also tend to be initially attracted to those whose appearance is also similar. Ask the group if they agree with these statements.

D. Show pictures of middle class minority groups such as Negro or Mexican.

Questions to Ask Group

Do you feel their dress in any way reinforces prejudices that people may have? (If any exist?)

Note to Leader

The groups may more readily accept minority groups in their school if they follow the dress norms of the majority. It is easy to like those most like ourselves but often difficult to take time to understand those who are different in behavior and appearance. Ask the group whether they think individuality is being destroyed by all dressing more or less alike.

E. Show pictures of low-income minority groups.

Questions to Ask Group

Does this picture represent a very important issue in the United States today? Why is this issue so important to American values? Would this person want to wear what middle income people are wearing?

Note to Leader

Americans value equality and tolerance of minority groups. These values are reflected in the United States Constitution. You may bring out here that there are no laws in the U.S. which prohibit a poor person or someone with low status from dressing like a person with a higher position in society.

F. Show pictures of British or French Youth.

Questions to Ask Group

Would you tolerate this kind of dress on a friend of yours? Why or

why not? Why would it be OK for the French and not OK for an American to wear this? Would you choose this person for your friend?

Note to Leader

They may accept a person from another country who dresses in the norms of their country. They know that this person will go back and be a part of his own culture where he is accepted. If this same person stayed in the United States, however, there would probably be pressure to change his dress standards to the culture he adopts. Distinctive ways of dressing can be identified in most cultures and individuals learn by social approval what clothing patterns are valued and accepted in each culture.

3. ADVERTISING AND VALUES

Show current advertising in magazines (Ad of "Blonds Have More Fun" or of clothes, shaving lotion or cologne.)

Questions to Ask Group

What values are the advertisers appealing to so that you want to be a blond and subsequently buy their product? Can you think of any other advertising that uses something you value as an appeal to buy? Do you think advertising influences the way you dress?

Note to Leader

People buy things that will help them be successful. Advertisers appeal to youth by encouraging them to buy the kind of clothes and products that will guarantee them success in the roles they play. This naturally appeals to the broad value of success that Americans have.

Assignment

In their Activity Guide, there is a suggestion for making a Notebook of Advertising from magazines. Refer to the Activity Guide for the details.

4. AMERICAN VALUES COMPARED TO VALUES OF OTHER CULTURES

Refer to the Activity Guide for the instructions on how to do the notebook, and the example given. National Geographic Magazines contain excellent information and pictures of different peoples and cultures all over the world. If they use this magazine, however, they will probably not want to cut out the picture and ruin the magazine. In this case encourage them to bring the magazine to class the next time it meets. The example given below of the Masai of Africa would be one group of people they could find out more about and include in a notebook.

Masai of Africa

The Masai are a group of people with a way of life and values that are different from Americans. Their clothing and appearance is an expression of their values. The Masai live in East Africa and are cattle herders. Their whole world revolves around their cattle. Status is ranked by the number of cattle a person owns. The Masai value cattle so much that they use their products for many things. They drink the milk, on occasion drink the blood and put cattle dung in their hair to make elaborate hairdos. Their clothing reflects these values.

HOW OTHERS SEE YOU

How others see you and your evaluation of other's attitudes toward you in addition to your own feelings of personal worth are all a function of something called your SELF CONCEPT. Your self concept is the feelings and attitudes you have about yourself, your appearance, abilities, failings, and the total organization of characteristics which you perceive as distinguishing yourself as an individual (Ryan:82).

A PERSON'S SELF CONCEPT DOES NOT ALWAYS AGREE WITH HOW OTHERS SEE HIM

The Self Concept may or may not agree with the person as seen by other people. One may consider himself very well dressed by his standards, and others may consider him about average by their standards. If a person is criticized about his appearance or feels he is inappropriately dressed, he may feel shame, and this affects his whole self concept. It is difficult to admit shame to oneself because it is hard to recognize that one has mistakenly assumed the way others will respond to oneself. An experience of shame can be altered only in so far as there is some change in that aspect of the self.

ASPECTS OF THE SELF

There are many aspects of the self. At one time, one aspect of the self is perceived and at another time, another aspect. One day, dressed in certain clothes and groomed in a certain way, one may perceive himself as being very fashionable and at another time may see himself as ordinary; yet, this person may always be consistent in thinking himself neat about his clothes (Ryan:84).

CORE OF SELF

Every individual has a Core Self which is his truest, strongest, deepest self. This self is strongly tied up with his values. Most people's core includes a strong feeling of worth and adequacy. If a person's clothing is criticized or he feels inappropriately dressed, he may feel shame and do something to change this aspect of his self. One incident like this, however, may not seriously shake his core feeling of worth.

While a person may always consider himself neat in appearance, he may at the same time see this as a more trivial aspect of himself in relation to his total values. The fact that he is honest and loving may be closer to his core of values and more important than always being neat. A person then has a hierarchy of values which he arranges in importance, the more important ones closer to his core self and taking precedence when a decision is made. We will call a person's core his Ideal Self.

IDEAL SELF

Living up to one's Ideal Self is important in maintaining self respect and the respect of others. The failure to live up to one's expectations of oneself is related to a whole cluster of ideals. Usually this includes failure to live up to one's own and the group's standards of performance. In "The New Dress," Virginia Woolf, a novelist, shows how one incident of wearing something can represent or symbolize what one's life has been up to that moment.

> "It was not only that Mabel's new yellow dress, so carefully contrived with the little dressmaker, stood out at Mrs. Dalloway's

> party as conspicuous, ridiculous, 'not right.' Since it was not right, it made Mabel question her feeling for Miss Milan, who had made it, and her own earlier happiness in the making of it; it made her question her 'safe' marriage to Hubert, her 'fretful, weak, unsatisfactory' motherhood, her 'wobbly' feeling as a wife; her own appalling inadequacy; her cowardice; her 'mean, water sprinkled blood'" (Lynd:53).

The wearing of something that Mabel thought would be a hit and wasn't brought to Mabel's mind all kinds of associations that represented failure in her life. She had failed to live up to her self image. The one wearing of the yellow dress and its accompanying failure represented every failure she had ever had. How many times do young people make or buy clothes for themselves and hate them after they are worn once?

SELF CONCEPT AND ROLE

Every role a person plays influences his self concept, and in turn, a person's self concept influences the roles he chooses to play. SOCIALIZATION IS A CONTINUOUS PROCESS OF LEARNING TO ABANDON OLD ROLES AND SELF CONCEPTS AND TO ACQUIRE NEW ONES. Certain clothing may make playing a role easier, thus influencing the self concept positively.

ROLE INDIVIDUALITY

The tendency is for most people to conform to the role expectations of the culture. If one rejects the roles prescribed in favor of more individualized behavior, one tends to isolate himself from his immediate culture.

When the cultural expectations are for variation rather than conformity, it is easier to follow more individual values or to be oneself. For example, we expect the scientist and fashion designer to be innovaters; therefore, the kind of clothing they want to wear can be pretty much up to them and not dictated by traditional cultural expectations.

THE SELF IS CHALLENGED BY NEW ROLES

The picture one has of himself changes every time he takes on a new role. Knowing what clothing is appropriate for the new role makes it easier in the initial change from one role to another. If the youth who has filled only the role of student becomes student council president, his new role may demand "dressier" clothing that would be worn on meeting days and command the respect of the other students.

YOUTH ROLES CHANGE RAPIDLY

Young peoples' roles change rapidly until they become adults. This is one reason the young often experiment with their appearance and are constantly

trying out new dress styles, cosmetics, shaving lotions or haircuts. They are searching for a SELF CONCEPT they can be comfortable with and which fits the changing roles in which they find themselves (Wax:591).

THEORIES IN REGARD TO SELF CONCEPT AND CLOTHING

Clothing is one of the means by which we bolster our self esteem and seek acceptance from others. One researcher, Ryan, has theorized the following:

- The less favorable the over-all self concept, the greater the interest in clothes as well as the felt need for clothes.
- The individual who is unsure of himself or has low self-esteem, especially in a social situation, will place more emphasis on the importance of clothes than will the individual who is self assured socially.
- Those highest on a status scale would have less interest than those below, and those who are moving (or want to move) to a higher status would show increased concern over clothing.
- In considering age differences, the period of greatest concern in clothing would be during adolescence when there is greatest concern over being accepted by the group and new roles are constantly challenging one's self concept.
- The individual would be more concerned with his appearance in the social situation in which he was unsure of his acceptance than in the social situation in which he was with friends.

DISCUSSION 3

(CORRESPONDS TO YOUTH GUIDE, EXPERIMENT 3)

The discussion is set up to help the youth to better understand how he sees himself and how others see him.

Before this discussion begins, ask that the notebooks assigned in Discussion 2 be passed around so that they can all take a look at the kind of work each member is doing. If any one member would like to make a short report on the clothing of another culture, correlating it with the values of that culture, encourage him to do so.

RATING SCALE

The activity of Discussion 3 centers around a RATING SCALE reproduced in the YOUTH GUIDE. This scale requires that each individual in the group would rate himself, and every individual in the group rates each other.

The slips for evaluating others that are reproduced in the YOUTH GUIDE, should be cut up by each member. The following is an example of one filled out:

Name of person you are evaluating	*Joe*
Well Dressed	3
Face and Build or Figure	2
Individuality	2
Confidence	3

A. Questions to Ask Group

Introduce the rating scale by asking the group if they have ever wondered what other people thought of them. Ask if they are concerned with the kind of impressions they make on others. Ask them why? Ask if they have any way of knowing about this impression and if so, how?

B. Procedure for Rating Scale

Explain the RATING SCALE to them. Tell them they can find out what others really think of them in certain ways. Their answers will be kept private and no one will know but them. After the test, tell them that you will discuss the meaning of their results.

(a) They should use the RATING SCALE IN THEIR ACTIVITY GUIDE, and in the first two columns circle the number which describes how they would evaluate themselves and how they think the group would evaluate them. Use the EXPLANATION OF RATINGS SHEET to help explain what each number means.

(b) On the SLIPS they have cut up they should make a separate evaluation, one slip for each member in the group. After they are finished, have a SMALL BOX for each person in the group with his name on it. Have each person put each slip in the different box which belongs to each person. If it is a large group, you can have a large box and sort each person's slips yourself.

(c) Return to each person all slips which belong to him. He can them summarize these and circle the average score in the third column on his RATING SCALE.

C. Each member should now have three columns of scores recorded on his RATING SCALE. They can now compare their evaluations of themselves with how they thought the group would rate them and how the group actually rated them. PERMIT THEM TIME TO LOOK AT THESE.

1. WHAT THEIR EVALUATION RESULTS MEAN

Ratings Coincide

Most of the group will have the ratings on each item coincide in ALL THREE COLUMNS. That means the person's rating of himself was the same with his estimate of how the group would rate him and how they actually rated him. This indicates the person has a realistic picture of himself and how others see him.

Ratings Don't Coincide

Here you will usually have two extremes. (1) The person who rated himself very poorly will usually be rated higher by the group. This will give him an ego boost to know that the group thinks more of him than he thinks of himself. (2) The other extreme may be the person who rated himself much higher than the group did. The evaluation will give him a more realistic picture of how others see him.

Situations Which Influenced the Way They Were Rated

All groups may not rate the person in the same way. It was found that: (Ryan: 1954)

- An individual who rated himself high or whom the group rated high on one scale tended to be rated high on all the scales, regardless of whether the rating was true.

- The degree to which the group was acquainted with the individual had an effect on the rating. The closer the acquaintance, the higher the group rated this person on being well dressed. There was also a tendency for a person to rate himself higher if he was well known by the group.

- The person well liked by the group tended to rate himself higher and the group tended to give him a higher rating on all the scales than the person who was not liked.

- The person from a large town and high economic level tended to be rated higher on the well dressed scale by both the group and himself than did the person from a small town or lower economic level.

ASK THE GROUP IF THESE INTERPRETATIONS HAVE HELD TRUE FOR THEM.

2. IMPROVEMENT PLAN

In order for the youth to write down a definite plan for improvement, give them ideas by having a discussion on experiences they have had that may have influenced their SELF CONCEPT.

Positive Self Image Questions to Ask

Have you been in a situation where you felt what you had on was "just the right thing to wear?" In fact, you felt what you were wearing gave you more confidence. Tell about one situation like this and describe what you were wearing and why you think it gave you confidence. What did you think other people were thinking of you?

Note to Leader: Many such positive experiences increase one's self esteem and security.

Negative Self Image Questions to Ask

Have you ever been in a situation when you felt what you were wearing was not appropriate? What were you wearing? What thoughts were going through your mind? What did you think other people thought of you? What did this have to do with the way you felt?

Note to Leader: If a person is able to relate an experience about himself that is negative, this may indicate that the SELF has been challenged, and as a result of the experience, the person moves in the direction of the challenge, and changes.

3. IMPORTANT ASPECTS OF THE SELF

Find out what aspects of the self the group considers really important, such as what kind of things they feel determine a person's worth. Have them write these down on their Activity Guides in the spaces allotted.

Final Questions

Do you feel that people who pay too much attention to their appearance have a shaky Self Image?

Are the most popular people in your school also the ones who wear the nicest clothes?

If not, what kind of clothes do the most popular ones wear?

Who wears the nicest clothes?

What aspects of the self are most important to the most successful people at your school?

FINDING YOURSELF

ROLE AND PERSONALITY

The roles one plays influence one's personality. Personality is what determines the unique way a role is interpreted. Personality in relation to role is especially crucial during adolescence because during this time, roles are constantly changing and the personality becomes more stabilized. The clothing an adolescent chooses can often be a symbol of personality conflict and his role playing will show this in the way he dresses.

WHAT IS PERSONALITY?

Among the young, you often hear that this person has "lots of personality" and that person has "almost no personality." First it must be understood that everyone has a personality but some personalities are more likable than are others. Although personality can be defined in several ways, we will define personality as the description of an individual's typical behavior in the roles he most frequently assumes.

WHAT GIVES A PERSON HIS PERSONALITY?

A large part of one's personality is acquired from other individuals. Every human being is a unique combination of genetically inherited traits and goes through a unique (in however small degree) sequence of social experiences. One's personality is the end result of this complex set of events. (Hunt:xiii) In this sense, every human being is unique and different from every other person.

FREUDIAN THEORY OF PERSONALITY

This theory of personality will be used to explain behavior since it deals with stress and strain in the personality that often takes place during adolescence. (Hall:3ff) This theory can help explain why some youth dress the way they do when dealing with conflict within their own personalities.

ID, EGO, SUPEREGO

Freud divided the personality into three major systems, the id, ego and superego. He said that behavior is nearly always the product of an interaction among these three systems, and that they interact so closely with one another, it is difficult if not impossible to always weigh the contributions of each behavior.

Id

The id system of the personality operates by the pleasure principle. Its aim is to avoid pain and obtain pleasure. The aim of the id is to satisfy instincts and impulses which arise out of a bodily need. The aim of the id is to satisfy that need and obtain pleasure. The id represents the inner world of subjective experience and has no knowledge of objective reality. The id is unable to satisfy a need on its own. It can only experience the need and wish it to be satisfied. A newborn infant is mostly id. The id is without values, ethics or morals. The id will feel the need to be protected from the elements, to be comfortable and have sexual wishes. The id has no means of satisfying these wishes by itself and needs the ego to make them a reality.

Ego

The ego operates by the reality principle. It puts into reality the wishes of the id. If the id wishes to be protected from the elements, to be comfortable, and have sexual experience, the ego will translate these wishes into reality. In terms of clothing, the ego could satisfy these wishes to a certain extent. The ego will give the body clothes for protection - warmth for example - it will give the body clothes that are comfortable - ones that do not bind, and finally the ego may make the sexual experience a reality by giving the person sexy clothes to wear.

However, as life becomes more complicated, a child gradually learns that it cannot always have what it wishes and must sacrifice some pleasures or even put up with pain to get others. In this respect the ego is said to be the executive of the personality because it decides what instincts will be satisfied and in what manner.

Superego

The superego is the social component of personality. It is the internal representative of traditional values and ideals of society. The superego is the moral arm of the personality. For example, if the id expressed sexual desire, the ego may translate this into suggestive clothing but the superego would say "No, this is not acceptable or moral, you want others to think you are a nice person." If the person had a strong superego, more modest clothing would be worn and the instincts would have to be gratified in some other way.

The superego represents the ideal rather than the real and strives for perfection rather than pleasure. One of the main functions of the superego is to inhibit the impulses of the id, particularly those of a sexual nature since this impulse is one most highly controlled by society.

Clothes that are interpreted to be "sexy" by the superego would vary with the fashions and how society interprets modesty. During Victorian times, the superego would interpret showing the ankles as giving in to the id Today the ankles are not considered a sex symbol so the superego would not place restrictions on leaving them uncovered. Today the short mini skirt could be sanctioned by the superego, depending upon how modest it was considered by a particular group or culture.

HOW DOES A PERSONALITY MATURE?

In raising a child, the parents teach the child the moral code and the traditional values and ideals of society in which the child is raised. They do this by rewarding the child when he does the right thing and punishing him when he does wrong. A reward is anything that reduces tension. A piece of candy, a smile or a kind word can be an effective reward. A punishment is anything that increases tension. It may be a spanking, a disapproving look or a harsh word. In this way the morals of the parents become that of the child. (Hall:15)*

As a child matures, society and its norms and sanctions replace those of the parents. In this way the superego is developed and behavior is channeled in a manner that is acceptable to society. The person who has not developed a reasonable superego will have problems. In this way the person learns what kinds of clothes are acceptable and which kinds are not.

IDENTIFICATION

The child uses identification in becoming the kind of person he wants to be. Identification is the method by which a person takes over the features of another person and makes them a corporate part of his personality. At first the child identifies with his parents. As he grows older, he finds other people to identify with----those whose accomplishments are more in line with his current wishes. Each period of growing up tends to have its own characteristic identification figures.

Models are Chosen

By identification, a person learns to reduce tension because the person chooses as a model someone that seems to be more successful in gratifying their needs than he is. It is not necessary to identify with someone in every respect. A youth usually incorporates and selects just those features which he believes will help him achieve a desired goal. There is usually a good deal of trial and error in the identification process because one is usually not quite sure what it is about another person that accounts for their success. (Hall:19)* Thus, a boy or girl may copy the most popular person at school in dress and manner, and in this way hopes to achieve some of the success of that person.

Numerous Identifications Take Place

The final personality structure represents an accumulation of numerous identifications, made at various periods of a person's life. Identification is also a method by which one may regain an object that has been lost. Children who have been rejected by their parents tend to have strong identifications with them in the hope of regaining their love. During the teen years, identification figures can be a popular person, a teacher, a famous person or any number of successful people. The teen may first identify by copying the mannerisms and dress of the person. Often girls and boys will try to imitate young male and female film stars.

Needless to say, most of this identification takes place unconsciously and not as it may sound with conscious intention, so if you ask a young person with whom he identifies, he probably won't know what you are talking about. Because of this, indirect methods are needed to obtain this information. Some of these methods are suggested for activities in the discussion section.

DEFENSE MECHANISMS

If the id becomes too threatening, the ego erects defense mechanisms against the id. These are the measures the ego is forced to take to relieve the pressure of excessive anxiety. The teen years are times of instability when pressures often create anxiety. Anxiety is a state of tension. When the ego cannot cope with anxiety by rational methods, it has to fall back on unrealistic ones. These unrealistic ones which are called defenses, deny, falsify or distort reality, and they operate unconsciously so that the person is not aware of what is taking place. (Hall:22)*

Some of the ego defenses that occur are IDENTIFICATION, DISPLACEMENT, RATIONALIZATION, PROJECTION, REACTION-FORMATION, REPRESSION, REGRESSION, OVER-COMPENSATION, and INSULATION. Each of these is given another name in the Youth Guide.

*From PERSONALITIES AND CULTURES, edited by Robert Hunt. Copyright © 1967 by Robert Hunt. Reprinted by permission of Doubleday & Company, Inc.

These appear in parentheses after each definition below.

Identification has already been discussed in relation to personality development; however, a person can also use identification as a method of avoiding reality. He may take on superficially the dress and mannerisms of another person without the meaning behind them becoming a part of his personality. (The Conformer or Copier)

Displacement occurs when an original choice of an instinct is unattainable and another choice is made until an ojbect is found to give relief from pent-up tension. These are sometimes called second choice substitutes. If a person has neither the figure nor looks to wear some kinds of fashionable clothes, that person will have to find other clothes that look well on his figure and give something of the same satisfaction that the original garment would have. Although displacement is responsible for the uniqueness and variation in personalities, it can also be used in a way that is unacceptable to society. (The Flirt)

Rationalization is the disapproval of one's own actions but justifying them in one's own eyes with an explanation that makes it seem right. (The Excuse Giver)

Projection is blaming one's own weaknesses on someone or something else. In dress, a girl wearing a longer skirt but who really would like a mini skirt, may call attention in a derogatory manner to another girl who is wearing tight clothing. (The Projector)

Reaction-Formation involves the replacement of an impulse that causes anxiety to the person by an opposite impulse. A person who hates someone may feel anxious because of those feelings and when that person is around show love. Usually this defense is marked by extravagant showiness. An extravagant showiness in clothes and amount of clothes owned by a person may indicate deep inferior feelings. (Cover Up)

Repression occurs when an object-choice that arouses undue anxiety is forced out of the conscious into the unconscious. For example, a disturbing memory may make a person not see something that is in plain sight. A son who has repressed hostile feelings towards his father may express these hostile feelings against other symbols of authority. He may wear the clothes and symbols of rebel groups or deliberately choose clothes that are unacceptable by his teachers at school. (The Not-Interested Person)

Regression is the fixation of development or retreating to an earlier stage of development upon encountering a traumatic experience. Fixations and regression are responsible for the uneveness in personality development. The overly dependent person exhibits defense by fixation; anxiety prevents him from learning how to become independent. A child frightened on his first day at school may regress and cry. In clothing, this may be shown by the boy or girl who is happy in summer camp and does not want to leave. After school starts, if the experiences are at first not as happy as they were at camp, this person could continue to wear camp clothes even though they may not be entirely suitable for all the activities in which he participates. (The Clock Stopper)

Overcompensation is making up for feelings of inadequacy through the use of clothing that can give one more security or a higher status. (One Who Feels Inadequate)

Insulation is withdrawal by a person from society. This person does not want to be involved in life because he is afraid, so he hides behind drab or ugly clothes. He wants to do anything but call attention to himself. (The Loner) (It's Safe to be Ugly)

Do These Defenses Last Forever?

The defenses camouflage the individual and often lead to inaccurate judgements made by others on the basis of appearance. Clothing can be used in defense or enhancement of the seif. The defenses are used especially by teenagers because of the instability of the personality at this period in life. The defenses may be used for a period of time until they are no longer needed and the personality has learned methods of coping with the anxiety and matures, or the defenses can hang on and hinder the personality from further development in a certain area.

DISCUSSION 4

(CORRESPONDS TO YOUTH GUIDE, EXPERIMENT 4)

1. WITH WHOM DO YOUTH IDENTIFY

Clothing is often used by youth to identify with a group of people the same age. Being like the group offers a solution for an insecure time in growing up.

A few days before the discussion, find out what kind of people the group admires. Do they have heroes or heroines? You can find this out by talking with youth. Examples would be personalities who are famous athletes, singers, movie stars, fashion models, TV stars, scientists or politicians.

(a) Using current magazines, cut out pictures of 10 young people who are famous. Try to get large pictures that show most of the person and some of the clothes they wear. Mount these pictures on construction paper and number them.

(b) Show each picture one by one. For each picture, ask them if they can identify the group and secondly ask their opinion of the clothes they are wearing. They have a space in their Activity Guide to record their answers.

Example:

Identify Famous Person	Your Opinion About Their Clothes
Member of the Monkeys	*Like way hair is worn*

Of all the ones shown, have them record which one they liked best. There is a space in their Activity Guide for this.

(c) After they have finished their lists, have them think about the people they have admired. Have them write down the name of one person they admire very much and what they admire about this person. (Space for recording this is in Experiment 4.)

Next have them write down the name of one person they especially admire for the way he dresses. Have them record this in their Experiment Guide and explain what they like about the person's appearance.

Note to Leader: After they have completed their writing, you may want to tell them how identification is used by young people in achieving their goals. Reread the section on Identification and tell them how this takes place with young people. This is one way the young can try out roles that appeal to them. They may recognize themselves - even if it is a tiny part - in the famous personalities they admire. By choosing one person to model themselves after and not another, they are learning which roles are important to them. Since clothing is often one of the overt symbols of identifying with another person, it is often the first thing about someone admired that is copied. Often very popular students at school are copied.

2. STUDYING DEFENSE MECHANISMS

Ask the group if they all have met the person at school who acts very uninterested in clothes or dresses beautifully and claims to spend no time at all thinking about clothes.

On the Youth Information Sheet 4 are descriptions of youth who have not successfully met the dress requirements for their role. They may be using defenses or are not looking at themselves the way other people do. These defenses may show up in the kind of clothing they wear.

(a) From current magazines, cut out pictures to illustrate each person described in the Youth Guide. Show each picture and ask if they could bring you up to date on how this person would dress in the school they attend.

(b) Ask them to write down these descriptions in their Activity Guide 4 where space has been provided. Have them list the outstanding kinds of clothes they may wear. Example: Hair dirty, not set, messy clothes. They may want to hand these in for you to summarize.

(c) Ask them whether these people ever had trouble getting along with others or had trouble with relationships at school. If so, could they do anything to help this person feel more accepted?

3. PLAYING A ROLE (Optional)

This is a good activity to help them to evaluate defenses and roles. It will take a certain amount of "acting" on your part because you will have to make a role seem realistic for a short period of time.

Playlet: You tell the group you want them to be the hiring board for a new teacher. You are coming to apply for the job and they are supposed to decide whether you are the person for the job.

Go out of the room and put on clothes that will be somewhat appropriate for the job, but not really sharp. For example, your dress could be fashionable but your shoes are spike heels and your hair is not fixed. You may want to wear some inappropriate jewelry and carry an "old lady purse." You could dress to look like the 1950's. Your appearance should be inappropriate but NOT ridiculous.

It is important for the group to react to you. Let them tell you what is wrong with your appearance.....they will do it gradually if you are patient. You may want them to interview you and get the conversation going this way. End the session by getting them to tell you what appropriate dress for teachers is. Do they have expectations in this matter?

YOUTH AND JOB ROLES

To explore the importance of appearance in fulfilling job roles, you will want to develop role playing situations for the group to enact for jobs they are interested in getting. This is an important process in "finding yourself." For details on this project, refer to the Penny's Publication Forum, Fall, 1968, which contains the series, Finding, Getting and Keeping a Job. Refer to the cited reference sheet in the Youth Guide for further information.

Cited References

Beals, Alan R. Culture in Process. New York, Holt, Rinehart and Winston. 1967.

Hall, C. S. and G. Lindzey. "Freud's Psychoanalytic Theory of Personality." In Robert Hunt, ed. Personalities and Cultures. New York, The Natural History Press. 1967.* (Quotations by permission of publisher.)

Horn, Marilyn J. The Second Skin. Boston. Houghton Mifflin Company. 1968.

Lynd, Helen M. On Shame and the Search for Identity. New York, Science Editions, Inc. 1961. (Quotations by permission of publisher.)

Roach, Mary E. and Joanne B. Eicher. Dress, Adornment and the Social Order. New York. John Wiley and Sons. 1965.

Ryan, Mary S. Clothing: A Study in Human Behavior. New York, Holt, Rinehart and Winston. 1966.

Ryan, Mary S. "Perception of Self in Relation to Clothing," Psychological Effects of Clothing: Part IV. Cornell University Agricultural Experiment Station, Bulletin 905, Ithaca, N. Y., 1954.

Wax, Murray. "Themes in Cosmetics and Grooming," American Journal of Sociology 62:591 1957.

FURTHER READINGS FOR THE LEADER

Values in Living. Extension Bulletin 416, Cooperative Extension Service, Michigan State University.

Forum - Fall 1968. Biannual magazine published by Penney's. This issue contains articles on part values play in influencing the consumer. (Price: $1.00) May be ordered from: Education and Consumer Relations, J.C. Penny Company, 1301 Avenue of the Americas, New York, New York 10019.

*The definitions and explanations of the Freudian theory of personality in Section 4, "Finding Yourself," have all been from this source.

"The information given herein is for educational purposes only. Reference to commercial products or trade names is made with the understanding that no discrimination is intended and no endorsement by the Cooperative Extension Service is implied."

Cooperative Extension work: United States Department of Agriculture and State Land-Grant Universities Cooperating. Issued March 1970

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price 25 cents

U. S. GOVERNMENT PRINTING OFFICE : 1970 O - 379-535

APR 2 1 1975

FILE COPY
4/3/70

CE

CLOTHING SPEAKS...

4-H MEMBERS' GUIDE

U.S. DEPARTMENT OF AGRICULTURE
FEDERAL EXTENSION SERVICE
ESC 566

0004134

CLOTHING SPEAKS

4-H Members' Guide

CONTENTS

	Page
Letter to Youth	3
What Clothing Tells	5
Experiment 1	10
Values and Clothing	15
Experiment 2	21
How Others See You	27
Experiment 3	31
Finding Yourself	39
Experiment 4	46
References	55

This publication is reprinted from The Real You, 4-H Members' Guide, by Rosalie Horstman Haines, courtesy the University of Nevada.

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 - Price 55 cent

DEAR YOUTH:

This clothing unit has been written to help you better understand yourself and your place in society. It should also help you become more aware of human relationships. This material is intended for use by groups of young men and women between 14 and 17. It should be used as a GROUP PROJECT with an adult leader acting as a consultant.

WHY TALK ABOUT WHAT CLOTHING COMMUNICATES? Research has found that people are usually judged by appearance in first impressions whether they know it or not and whether they like it or not. You can find out what CUES people use in making these judgements. People also use clothing to manipulate other people.

We will use the word clothing in reference to the TOTAL APPEARANCE. It includes such items as accessories, hair, make-up, grooming, posture, mannerisms, facial expression and clothes. When we view a person, we see all of these together as well as the separate breakdown of items worn.

Some of you may respond hesitantly to a clothing unit by thinking "But I'm not that interested in clothes." People vary in their interest in clothes. Some research has found THAT interest in clothes is greatest during adolescence; THAT people who have a high interest in their appearance are more socially oriented than those who have a low interest; THAT a person who is self assured socially will probably not place quite as much importance on clothing as the person who is not so sure of himself socially; THAT people of a higher socio-economic status have more interest in clothes and more awareness of their significance than do people of lower social class.

Content: Your unit includes an INFORMATION SHEET and EXPERIMENT GUIDE. The Information Sheets are to be read before and after the discussions. They will help to answer some questions you may have. The Experiment Guide is for you to use during the discussions and after. It is meant to give you experiences in understanding what appearance communicates.

Caution: The research reports are NOT to be taken as the final word of truth on any subject. Many of the findings are still theoretical and not necessarily true for all groups of people. Challenge the information presented and most of all.....MAKE YOUR OWN OBSERVATIONS ABOUT OTHERS AND LOOK WITHIN YOURSELF AND YOUR OWN EXPERIENCES TO SEE IF THEY AGREE WITH THE INFORMATION PRESENTED.

Sincerely yours,

Clothing Specialist

WHAT CLOTHING TELLS

Clothing and Appearance Speak a Silent and Subtle Language

Clothes are an expression of social behavior; they develop within a social situation.

Clothes are an important way of helping you figure out other people.

Clothing identifies: ROLE, JOB, SEX, AND AGE.

What First Impressions Tell

ROLE - A person plays a role in each social relationship he enters. One is therefore likely to play many roles during the day. Role playing makes up much of one's everyday behavior. Many times roles overlap. Common roles are student, doctor, a friend, boy scout, skier and sister. We can often identify a role by the appearance and clothing of a person.

JOB - Some researchers consider a job as one of many roles. We will define a job, however, as a specialized occupation at which a person makes a wage or salary. Most jobs have certain dress expectations. Examples are waitress, professor or construction worker.

APPEARANCE EXPECTATIONS ARE MORE DEFINED FOR SOME ROLES AND JOBS THAN OTHERS. We may have a slightly more definite idea of how a waitress should dress than we do for a college professor.

YOUTH INTERPRETATION OF ROLES

ROLES VERSUS JOBS

Some researchers distinguish precisely between the definitions of job and role. McLuhan said that unlike a job, a role is total: one assumes it, identifies completely with it, steps into it. He also said that today's young aren't interested in jobs that mean fragmented, specialized work, but are interested in roles in which they can participate, become totally involved. You participate in a role and dress accordingly. You cannot participate in a job; YOU WORK AT A JOB AND WEAR A UNIFORM (McLuhan 1968:166). Whether this uniform is a business suit or white dress makes little difference, it is still required by the job.

Another researcher said that dressing for a job came after the industrial revolution when a large class of business people emerged. Before that time, man dressed more for a role such as a ruler, scholar, man of God, or leisure class gentleman. Today's businessman does not dress for his role as a man; he dresses for his job. A lawyer will think of himself first as a lawyer, then as a man. Men are people who wear uniforms and women are imprisoned in fashion. Today's youth are rebelling against the rigid dress requirements imposed by jobs. They are interested in being men and women first and are dressing for such roles as motorcyclist, surfer, hippie, rebel, etc. Today's youth feel freer to dress in terms of how they think about themselves (Dichter:42-3). This attitude influences dress of all Americans.

SEX AND AGE

SEX - Clothes usually identify the sex of an individual. We associate skirts and longer hair for girls and trousers and shorter hair with men. The hippie generation has changed this association. Sharp differences which marked the past are disappearing. Men and women are dressing more alike. They share hairstyles. Men wear jewelry. Men are interested in scents, hair dyes, and cosmetics. Today men's and women's feelings about themselves are becoming much alike. This is being expressed in more similar dress (McLuhan 1968:155).

AGE - In the past we associated certain kinds of clothes as appropriate for different ages of people. Age boundaries have weakened and today all clothes are for the young.....the young-young and the older young.

HOW ARE IMPRESSIONS FORMED

Your past experiences with a role, job or group give you the visual image of the expected dress of certain roles or jobs.

When people conform in their dress to others with whom they associate, the total group presents a role or job image to others.

Example: The dress of the hippie is well recognized. Whenever you see someone in such dress, you assume he is a hippie. Your past experience with people dressed this way has told you that you can rely on this clothing cue.

Your values and interests influence how you see others and the judgements you make about them.

STEREOTYPES

These are images you have of the way people in certain roles or jobs should look and act. You have seen how the image of the hippie may be a stereotype. Stereotypes can often lead to prejudice. You can check prejudice by shunning labels and committing yourself to personal involvement with others.

THE MORE YOU KNOW ABOUT OTHERS from the stereotyped role or job, the more that stereotype breaks down and YOU SEE THEM AS INDIVIDUALS.

DRESSING FOR THE GROUP

At your school almost everyone will seem to dress differently. BUT if you look at your entire community or different communities in the United States and other countries, you can get an idea of how groups of people participating in similar jobs or roles tend to "ALL LOOK ALIKE."

People tend to dress similar to the group they feel they belong to or WISH to belong with.

A person's dress may look "funny" or out of place only if he is dressing for one job or role while being in a completely different one.

FINDING OUT ABOUT ACCEPTABLE DRESS

Although researchers are saying that the present YOUNG generation is feeling freer to dress in terms of how they think about themselves and rejecting job restrictions in dress, it may be a while before the public will feel this way. In order to get certain jobs or play definite roles, there are some dress expectations that if followed can often help one to be more successful.

If you are concerned with what other people will think of you in a certain role or job, then the procedure below will help you translate what you find out into acceptable clothing behavior.

YOU CAN:

a. Determine the role or job for which the clothes are to be worn.

b. Get a consensus of what the role requires. You already have done this if you have asked your friends what they were going to wear the next day to school or to a party or dance, or on a particular job.

c. Get advice from the kind of people you want to impress.

d. Make your own random observations on what others in the role or job wear.

e. Make a "Fashion Count." It is more time consuming but a more reliable guide for finding out the norm of dress for certain roles or jobs. We should make a distinction here between fashion and high fashion. Fashionable dress for a particular job or role is what the majority of people presently in that job or role are wearing. It is a norm. High fashion is the trend toward which fashion is moving but at the present time is practiced by only a few people.

YOUR EXPERIMENT GUIDE TELLS YOU HOW TO DO A FASHION COUNT.

1 EXPERIMENT

LEARNING ABOUT STEREOTYPES

1 Clothing Cue Test:

Your leader will show you pictures of people. For each one shown, write down the role or job which you think this person represents by his appearance, and opposite write down what about his appearance made you choose this role or job.

Write your answers below as each picture is shown.

	Role or Job He/She Represents	What Aspect of Appearance Prompted This Response?
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____
e.	_____	_____
f.	_____	_____
g.	_____	_____
h.	_____	_____
i.	_____	_____
j.	_____	_____

2

WHAT ROLES OR JOBS ARE ESPECIALLY APPEALING TO YOU? Write them here.

_____

_____

Do you like the clothes people wear in the roles or jobs that appeal to you? What kind of clothes are usually worn? Write about them here.

_____

_____

_____

Do you think any of your roles ever present a stereotype to other people? What is it? Write about when and how you might present a stereotype.

_____

_____

_____

Have people ever treated you with more, or less, respect because you did not present the appearance expected at certain places or on specific occasions?

Example: You may have gone shopping in cutoffs or similar wear. The clerks ignored you and did not go out of their way to be helpful or polite. At another time you may have dressed up and the responses obtained from others were much more positive.

THIS MAY BE BECAUSE OTHERS ALSO HAVE AN IDEA OF WHAT THE DEGREES OF ACCEPTABLE DRESS ARE FOR VARIOUS JOBS OR ROLES.

When you fit the image of the most acceptable dress, you naturally get more positive responses from others.

Write down some of your experiences here.

3

DO A FASHION COUNT

Below is a method of finding out how many people of a group are actually wearing what you are talking about. The method is simple. You count people and what they are wearing. Here are the instructions:

a. Decide what you want to count. It may be length of hair or skirt length or any number of fashion items worn for a role or job.

b. Choose the place or occasion that most people wear what you want to count and go there. You observe. Stand in the door where people come in or leave and count everybody that goes by.

c. The longer you count, the more accurate your results will be. One hundred people is a good number to count. In about 10 minutes you should get a good idea of a trend.

d. Use the Fashion Count Form and total each category when you are through.

e. Bring the results to the next meeting and write a short summary of your findings under Experiment 2 on page 21 and bring to the next meeting.

TO KEEP THE COUNTS CURRENT, YOU WILL HAVE TO MAKE UP YOUR OWN CATEGORIES FOR EACH ROLE OR JOB CATEGORY YOU COUNT.

EXAMPLE
FASHION COUNT FORM

Date *July 4, 1969*

Time (from) *1:00 p.m.* (to) *1:45 p.m.*

Place *Municipal Park*

Occasion *Picnic and Dance*

Weather *Sunny*

GIRLS			BOYS		
SKIRT LENGTH			HAIR LENGTH		
10" above knee	1	1	Crewcut	1	1
Midthigh	𝍸 𝍸 𝍸 𝍸 III	23	Short, brushed over	𝍸 𝍸	10
4" above knee	𝍸 𝍸 𝍸	15	Top long, sides short at neck	𝍸 𝍸 𝍸 𝍸 𝍸 I	26
2" above knee	𝍸	5	Top long, sides over ear	𝍸 IIII	9
Top of knee cap	II	2	Below ear, on neck	II	2
Other			Shoulder length	II	2
Not wearing a skirt	IIII	4	Other		
Total People Counted		50	Total People Counted		50

Summary and Comments *Because it was a picnic, most girls were wearing their skirts to midthigh. At school it is 4" above the knee. The norm for boys is the top long and sides short at neck.*

FASHION COUNT FORM

Date _____

Time (from) _____ (to) _____

Place _____

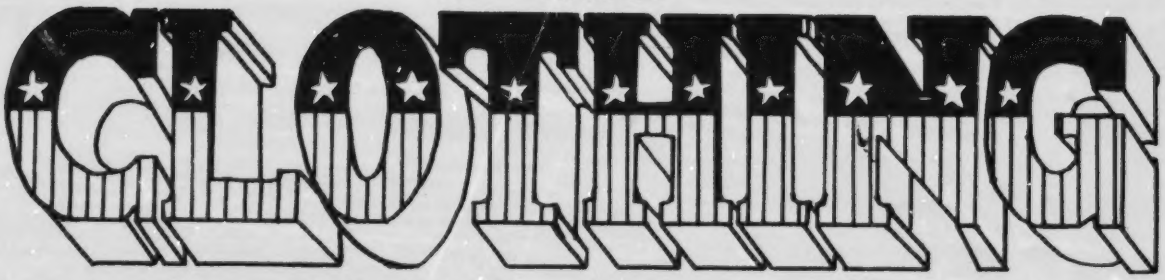
Occasion _____

Weather _____

GIRLS			BOYS		
Total People Counted			Total People Counted		

Summary and Comments

and



MAJOR VALUES OF THE AMERICAN CULTURE

The values following are the ideas our country has developed as to what is best and right for the people who live here. Values are formed out of the needs of groups or individuals. Values give direction to our lives. They tell us what is most important to us.

AMERICAN VALUES

Consumer Attitude
Fun
Material Comfort
External Conformity
Individuality
Equality and Justice
Truth and Honesty

Achievement and Success
Activity and Work
Humanitarian Ways
Efficiency and Practicality
Science and Rationality
Freedom

Can you think of any more values Americans have? List them here.

_____

_____

_____

_____

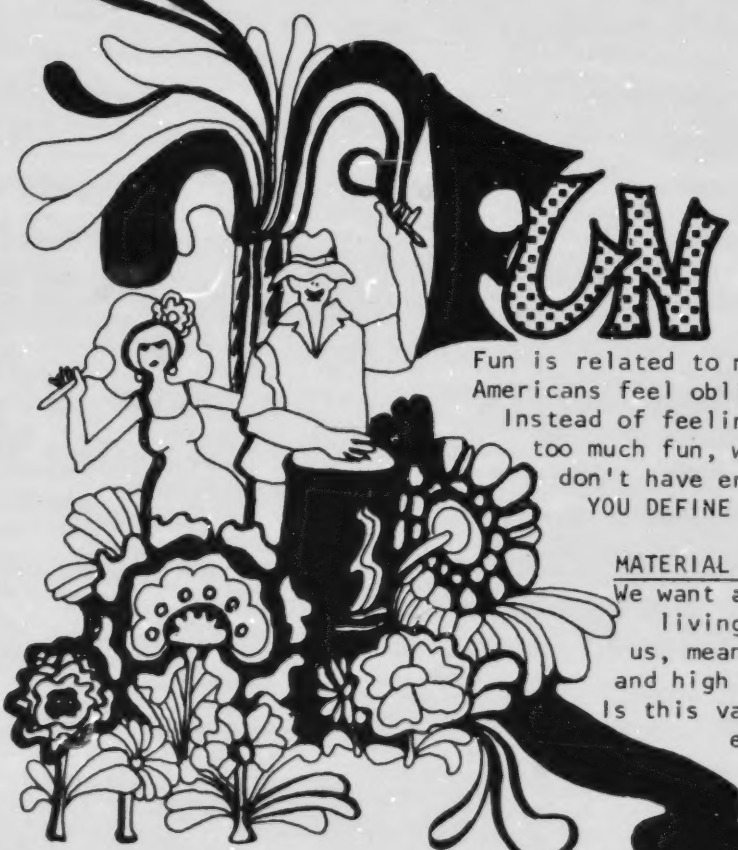
_____

_____

SOME OF THESE VALUES INFLUENCE THE ROLES WE CHOOSE AND CLOTHES WE WEAR.

CONSUMER ATTITUDE

The dream of many Americans is to buy the latest model of anything on the market. We consume ball games, magazines, books, scenery, culture, and we buy fun the same way we buy clothes. We can even buy fun in a bottle and become a blond. There is a tremendous emphasis on youth and the youthful consumer. Advertisers appeal to the young in their advertising. WE CONSUME FASHION. Hippies, in rejecting fashion, reject the consumer world and the demands it imposes on them. An historian many centuries from now may make the following judgement about 20th century Americans: "For centuries the power structure kept the middle class impotent by forcing them to exhaust their limited resources buying a succession of new clothes." (McLuhan:1968:159) Do all countries have this consumer attitude?



Fun is related to material comfort. Americans feel obligated to have fun. Instead of feeling guilty for having too much fun, we feel ashamed if we don't have enough fun. HOW WOULD YOU DEFINE FUN?

MATERIAL COMFORT

We want a high standard of living which, to most of us, means good food, clothing and high levels of cleanliness. Is this value universal and essential for living?

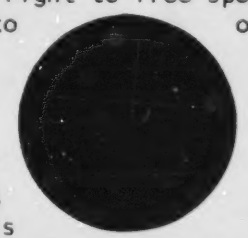
EXTERNAL CONFORMITY

Everywhere people tend to dress like the group of people they feel closest to. Because Americans stress equality, and because of our methods of mass production and communication, we place a lot of emphasis upon being outwardly alike in what we buy and use. One of these commodities is clothing.

We profess to be different, but we tend to openly or subtly punish those who dare to be TOO different. Do you know any groups of people that are talked about because they do not dress as others do?

INDIVIDUALITY

The Constitution of our country was founded on the freedom of the individual - the right to free speech; to live according to one's beliefs. The history of our country will tell us that it has been a constant struggle to uphold this part of our Constitution. Although this is ideally what we believe, it is constantly being challenged when people force others in manners of dressing as well as in ways of thinking. The hippies value individuality and call it "doing your own thing."



Equality and Justice

Americans believe that "I am as good as the next person." It is hard to tell the business executive's daughter from a laborer's daughter. There is very little difference in the dress of various classes of people. With mass production of clothing which lowers the price, everyone can dress as well as the next person. Is everyone in America really equal in this respect? Is anyone at your school talked about because they do NOT have clothes that are as good as what others are wearing?

Truth and Honesty

These are highly valued in the American culture. The government allows large amounts of money devoted to research where honesty is essential for success and new truths are searched for. We legislate so that advertising, packaging and labeling tell the truth about products. How do you think the current emphasis on dyed or bleached hair and wiglets fits in with this American value?

THE FUTURE MAY CHANGE OUR VALUES

Already we have seen how the image of the "ideal man" or "ideal woman" is changing. The male and female roles are not the same for every generation. The ideal male of the industrial age was "all man." He was aggressive, competitive, logical. He hardly ever showed emotion. He is usually glorified in the westerns on TV. The less emotion he showed, even when shooting someone, the more of a man he was considered. The ideal woman was just the opposite. She was emotional, intuitive, practical and submissive (McLuhan 1967:56).

Today's young men and women are rejecting these ideals of men and women and are creating their own. As a result, ideal men and women are becoming more alike. The young males today are no longer afraid to display what you may call "feminine" values. They are willing to reveal that they have feelings, weaknesses, and that they are human. The Beatles were one of the first groups to display gentleness and sensitivity in men.

One of the reasons for youth conformity in dress and hairdo may be an expression of depth involvement in social life. Social ritualism of dress is a very important value to people of this age.

Marshall McLuhan has said that we are returning to TRIBAL VALUES. He said that the Electronic Revolution has caused this. Tribal men everywhere regard themselves as integral parts of Nature. The individual is merged with all society. Today with TV, we have a global village in which all information can be shared at once by everyone and where all walls between people are coming down (McLuhan 1968:152). Sometimes it is hard for young people to accept the values of their parents who were cut off from the world and usually confined to their own neighborhood group.

● CLOTHES HELP FILL YOUR PSYCHOLOGICAL NEEDS

One of your main needs is to be independent of adults. At the same time you have a strong need to conform, and therefore value belonging with a group of people your own age. You also value appearing attractive to the opposite sex.

You express this value of belonging by choosing clothes that everybody else in the group is wearing. There is some evidence that youth who do not express this need to belong through their appearance are often those who have low social confidence and participation (Ryan:294). The degree to which you value belonging and group approval determines how you choose your clothes.

● INDIVIDUAL VALUES

Because adolescence is an insecure period, appearance assumes a great importance. Conforming to the group helps develop social confidence and identity. This is sometimes the first step in learning to be an independent person with a special place in society.

As you mature and acquire more individual values that go along with a sense of security, you may feel a lesser interest in and need for clothes. Until that time, however, the effects of wearing unacceptable clothes can have a devastating effect upon you.

The more secure youth may be the ones who are leaders. One study found that the originators of fads were members of prestige-bearing cliques and were generally leaders in other types of activities. They also tended to be popular with the opposite sex (Janney).

● HOW CAN YOU LEARN ABOUT VALUES?

One way to learn to know yourself and your values is to think about what you have done in the past, how you have lived, and how you are living. You can tell what others value by observing. Appearance can tell quite a lot about another person's values. What others wear or do NOT wear tells us what is important to them.

EXPERIMENT 2

1 RESULTS FROM FASHION COUNTS

Write here a short summary of what you found out from your fashion count:

Would you consider yourself fashionably dressed? Explain your dress in relation to the norm.

Do you ever wear high fashion clothes? Yes _____ No _____

When and where if the answer to the above is Yes?

2 HOW DOES YOUR CLOTHING EXPRESS YOUR VALUES?

Make a list of four values you have. List them in the order of importance to you.

_____ _____ _____ _____

Do your roles (expressed in activities) coincide with your values? Make a list of activities in which you participate every week. List the ones first where you spent the most time through to the ones where you spent the least amount of time.

_____ _____ _____ _____

_____ _____ _____ _____

Are you happy with the clothes you have for each of these activities?

Yes _____ No _____

What would you change if you could? _____

_____

Do you have the most clothes for the activities you spend the most time on?

Yes _____ No _____

Explanation if needed: _____

_____

_____

WHAT KIND OF MALE OR FEMALE DO YOU VALUE?

Write here a description of your ideal man. Include with this a description of his appearance, including clothing.

_____

_____

_____

_____

Write here a description of your ideal woman. Include with this a description of her appearance, including clothing.

_____

_____

_____

_____

If this description is different from what your parents value, describe here how it differs.

_____

_____

_____

_____

Do you feel that you have about the same values your parents have?
Yes_____ No_____ Explain below.

_____

_____

_____

_____

3

ADVERTISING AND VALUES

Make a notebook of ads from magazines. This will help you understand how advertisers appeal to your values and make you want to buy their product. Advertisers can often make your roles in life seem easier to carry out if you buy their product.

Include in the

NOTEBOOK:

The ad.
Short list of values appealed to by the ad.
Role the product will help you to carry out.

Example:

Notice the ad "Blonds Have More Fun." Which American value does this have great appeal for? What kind of role does being a blond help with? How do advertisers appeal to men to buy clothes and cosmetics? (or) do they appeal to women to buy for men?

4 AMERICAN VALUES VS. VALUES OF OTHER COUNTRIES

Make a picture notebook of people from a country who have values different from your own or the American culture. Try to explain why their clothing represents different values.

Example:

Americans value cleanliness. We like to smell clean and cologned and to wear neat, pressed clothes. Not all countries are able to value cleanliness and neat clothes as Americans do. Do you know why or why not?

Cut out one picture that would represent another country's people. Give some explanation to go along with the picture. You may choose any of the values listed on the information sheet.

Haiti

Values

Kind of clothing worn

HOW OTHERS SEE YOU

JUST AS GROUPS ARE DIFFERENT FROM ONE ANOTHER, INDIVIDUALS WITHIN A GROUP VARY A GREAT DEAL IN THEIR THINKING ABOUT CLOTHING AND THEMSELVES.

SELF IMAGE

Do you think other people see you as you see yourself? Has your clothing given other people the impression you want to give them? Inappropriate clothing and appearance can be an indication of an insecure personality.

The picture you have of yourself is called your self image. Your self image is a function of the feelings and attitudes you have about yourself, your appearance, abilities, failings, and the total organization of characteristics which you perceive as distinguishing yourself as an individual. Your self image may or may not agree with how other people see you. You may consider yourself well dressed by your standards and others may consider you about average by theirs.

THROUGH THE LOOKING GLASS

How others see you is like seeing your reflection in a mirror (Cooley:152). You see your face, figure and dress in the mirror and are interested in them because they are yours. You are pleased with them depending upon how well they measure up to what you would like them to be.

In the way you see your own reflection in the mirror, you look at other people and try to imagine what they think of you, your appearance, manners, character and friends.

WHAT YOU IMAGINE THEY THINK OF YOU HAS AN EFFECT ON YOU.

You have an ideal self in mind which you feel you must measure up to. It has three parts:

- it forms an opinion of how it appears to others
- it imagines how others judge this appearance
- it reacts with a positive or negative feeling to this imagined judgment

It is hard to look in the mirror and have it tell you what other people think of you.

What really makes you feel pride or shame in your appearance is not the mechanical reflection of yourself in the mirror, but the IMAGINED EFFECT YOU THINK THIS APPEARANCE HAS ON OTHER PEOPLE.

TEEN YEARS

While you are in your teens you are growing in many ways. You are trying to find out who you are and what you want to do with your life.

You are striving to be a strong individual with a self image with which you can be comfortable. This is one reason you find it intriguing constantly to try out new dress styles, cosmetics, shaving lotions or haircuts. YOU ARE ALSO TRYING TO DRESS FOR THE NEW ROLES IN WHICH YOU CONSTANTLY FIND YOURSELF (Wax: 591).

You accept some people and not others, some dress styles and not others, you want to become a certain person and not another ..... IN THIS WAY YOU ARE CHOOSING THINGS WHICH WILL MAKE UP THAT SOMETHING that is uniquely YOU.

By choosing, you get to know the things in life that are important to you. In this way you develop a strong self image.

Your Image of Yourself Changes As You Grow Up

Every job or position you have in school or at home changes your image of yourself. You change your image to agree with the roles you have in life. While you were in Junior High School, you dressed like the pupils there were supposed to dress. You wore the fashion. When you went to High School, you probably wanted new clothes that would identify you as being in High School. You didn't want anyone to think you hadn't grown up one whole year by still wearing your "Junior High Clothes."

Clothes Help You Feel Good About Yourself

Clothing that makes you feel more poised, more confident, and more in control of any situation are clothes that tell others about your best self.

If your clothes keep you from having these positive feelings, then they may not be the right clothes for you or the role you have.

You should try to analyze the reasons why these clothes do not coincide with your self image. You may want to refer back to What Clothing Tells and read again the part on "Learning Acceptable Dress."

EXPERIMENT 3

HOW DO OTHERS SEE YOU

RATING SCALE

This is a rating scale that can be used with a group of people to see whether you look at yourself in the same way the group does. For this experiment you will need the Explanation of Ratings sheet and the sheet for Evaluating Others. Make your final record on the chart below by circling the numbers given you in your rating.

HOW TO RATE: You rate yourself. You write down how you think the group would rate you. The group rates you. When all three ratings are the same for you, that means you have a fairly good idea of the image you are presenting to others.

Use this scale for your permanent record.

Over-all Appearance in Relationship to -	My Opinion of Myself	What I Think the Group Thinks of Me	What the Group Actually Thinks of Me
Being well Dressed (includes grooming)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Face and Figure (or build)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Individuality in Dress	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Confidence	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

* Rating - - 1. Much above Average
2. Somewhat Above Average
3. Average
4. Somewhat Below Average
5. Much Below Average

(See Explanations of Ratings Sheet for detail on each number)

EXPLANATION OF RATINGS

A. WELL DRESSED

1. He/she is exceptionally well dressed. His/her clothes reflect excellent taste and they are always well cared for. He/she always dresses appropriately for the occasion.
2. He/she is better dressed than the average person with whom you go to school, but not as well dressed as the boy/girl described above.
3. His/her clothing may be described as that of the average boy/girl with whom you go to school. At times he/she may give a better than average or poorer than average impression.
4. He/she is less well dressed than the average boy/girl, though not as poorly dressed as the boy/girl described below.
5. He/she is very poorly dressed. He/she evidences an unawareness or indifference to proper dress.

B. FACE and FIGURE/BUILD

Use 1 to 5 evaluations. They are brief because we wish to know the over-all impression of each boy/girl rather than your evaluation of his/her specific physical features. Keep in mind that you are comparing with the average boy/girl with whom you go to school.

C. INDIVIDUALITY

1. His/her clothes are extremely individual.
2. His/her clothes show somewhat more individuality than those of the average boy/girl, but not so much as those of the boy/girl described above.
3. His/her clothes show about as much individuality as those of the average boy/girl.
4. His/her clothes show somewhat less individuality than those of the average boy/girl, but not as little as those of the person below.
5. His/her clothes show virtually no individuality at all.

D. CONFIDENCE

1. He/she is always confident of his/her ability in any situation. Almost nothing could reduce his/her complete confidence in himself/herself.
2. He/she has a higher degree of self-confidence than most boys/girls, though at certain times he/she may not appear completely self assured.
3. He/she has as much self-confidence as the average boy/girl.
4. He/she has less self-confidence than the average boy/girl, but is not completely lacking in confidence as the boy/girl described below.
5. He/she is extremely unsure of himself/herself. In almost every area of activity he/she feels his/her inadequacy.

Ryan, Mary S. "Perception of Self in Relation to Clothing." Psychological Effects of Clothing, Part IV. Cornell University, Ag. Experiment Station, Bulletin 905. Ithaca, N.Y. August 1954.

FOR EVALUATING OTHERS

Directions: Cut along lines and use each slip to evaluate one member. Refer to Explanation of Ratings Sheet and use the number which best describes each person in each rating.

Name of Person you are Evaluating _____ Well Dressed _____ Face and Build or Figure _____ Individuality _____ Confidence _____	Name of Person you are Evaluating _____ Well Dressed _____ Face and Build or Figure _____ Individuality _____ Confidence _____
Name of Person you are Evaluating _____ Well Dressed _____ Face and Build or Figure _____ Individuality _____ Confidence _____	Name of Person you are Evaluating _____ Well Dressed _____ Face and Build or Figure _____ Individuality _____ Confidence _____
Name of Person you are Evaluating _____ Well Dressed _____ Face and Build or Figure _____ Individuality _____ Confidence _____	Name of Person you are Evaluating _____ Well Dressed _____ Face and Build or Figure _____ Individuality _____ Confidence _____
Name of Person you are Evaluating _____ Well Dressed _____ Face and Build or Figure _____ Individuality _____ Confidence _____	Name of Person you are Evaluating _____ Well Dressed _____ Face and Build or Figure _____ Individuality _____ Confidence _____

EXPERIMENT 3

1 DID ALL THREE RATINGS COINCIDE FOR YOU?

If the three ratings were not the same for you, that may mean that one or both of two things is taking place. These are: You are not telling others by means of your clothes and appearance what you want to tell them. Other people do not see you as you see yourself.

Do you see yourself as others see you? Interpret your ratings in the spaces below.

Being well dressed _____

_____

Face and figure or build _____

_____

Individuality in dress _____

_____

Confidence _____

_____

2

HOW COULD YOU IMPROVE YOURSELF?

(Write down a definite plan:)

3

IMPORTANT ASPECTS OF THE SELF

Make a list here of the qualities that you think really determine a person's worth.

Make a list here of the qualities that the people most admired at school are admired for.

FINDING YOURSELF

People use clothing to show who they are and how they see themselves.

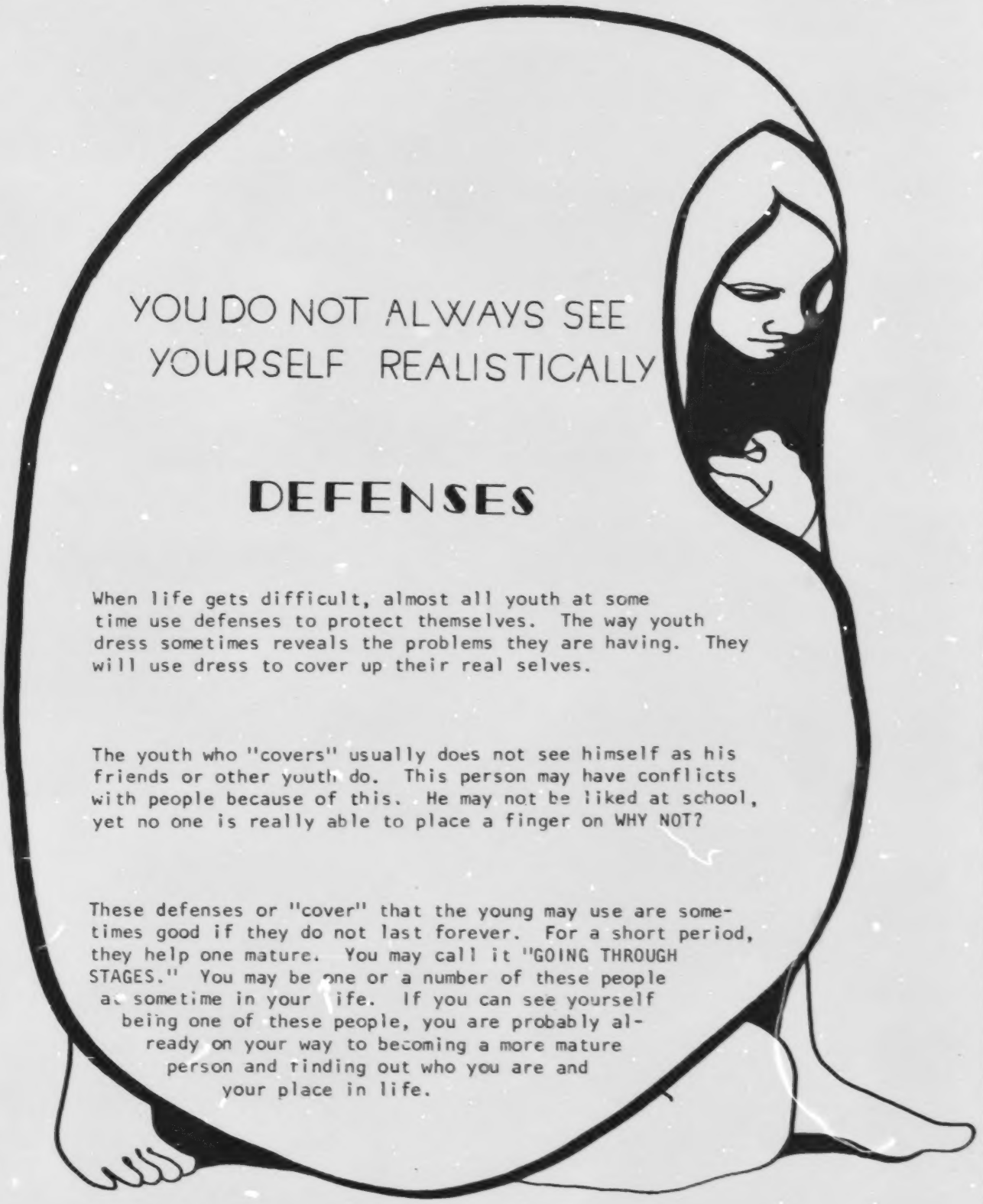
The teen years are the years of finding yourself and what you will do with your life. They are idealistic years when you set your goals and strive for them. This searching for self may become evident in two ways.

INDIVIDUALITY

You have a strong need to express this new self you are constantly discovering. This is one reason you often experiment with new styles, haircuts, make-up and fashions. You are trying to find an image of yourself with which you can be comfortable and that expresses your own unique personality. You will be the last to wish to copy others or be like anyone else.

CONFORMITY

While you want to be "different," you don't want to be "too different." Because this is an insecure period in your life, you probably feel a strong need to belong to and identify with a group of people your own age. Conforming in dress is a way of expressing and fulfilling this need. Some youth feel this need more than others. Conformity also shows up in identifying with people you admire. You will be especialiy attracted to people who are more successful than you are. You may try to obtain their success by copying their way of dressing and mannerisms.



YOU DO NOT ALWAYS SEE YOURSELF REALISTICALLY

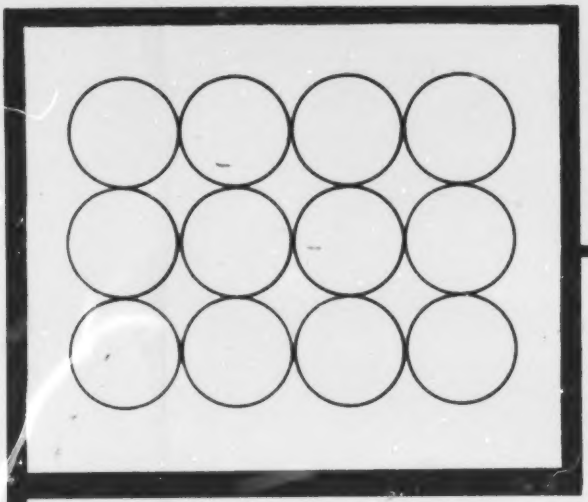
DEFENSES

When life gets difficult, almost all youth at some time use defenses to protect themselves. The way youth dress sometimes reveals the problems they are having. They will use dress to cover up their real selves.

The youth who "covers" usually does not see himself as his friends or other youth do. This person may have conflicts with people because of this. He may not be liked at school, yet no one is really able to place a finger on WHY NOT?

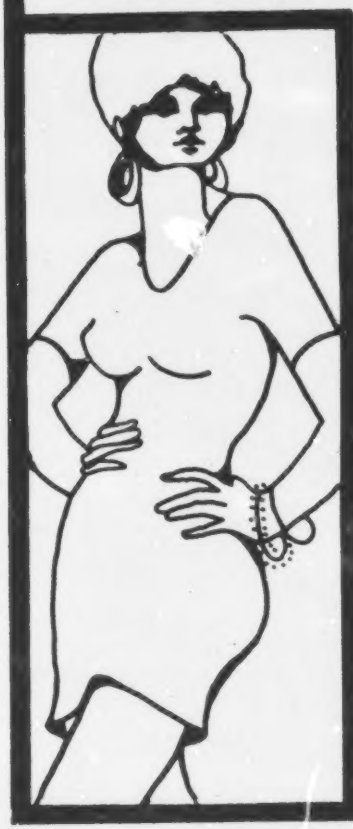
These defenses or "cover" that the young may use are sometimes good if they do not last forever. For a short period, they help one mature. You may call it "GOING THROUGH STAGES." You may be one or a number of these people at sometime in your life. If you can see yourself being one of these people, you are probably already on your way to becoming a more mature person and finding out who you are and your place in life.

YOUTH WHO MAY NOT SEE THEMSELVES REALISTICALLY



THE CONFORMER OR COPIER

This person never seems to make choices on his own. He doesn't seem as interested in being an individual as he does in becoming a carbon copy of people he admires. Too much of this indicates insecurity. A girl may copy the most popular girl at school in dress and manners. Although they may look alike in appearance her personality and intelligence may not be anything like the most popular girl at school.



A person may also have a very strong need for status and so he stays "cool." His personal likes and dislikes don't matter anymore. He says what everyone else says and wears what everyone else wears. He is so cool and frightened that someone is going to think he is not "in," that he doesn't have time to think about another person or individuals at all. He plays a role for a very cruel audience (he thinks) and he can't make any slips.

THE FLIRT

This may be the girl who wants to attract the boy's attention by means of her clothes. She wears her sweaters obviously too tight and skirts too short. She may wear too much make-up and too much jewelry. She is not secure enough to attract others by means of her personality so she depends upon the sexual attraction affected by her clothes.

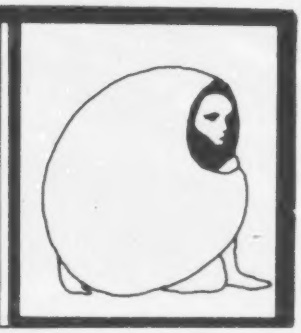
THE EXCUSE GIVER

This person may want clothes he does not really need either because others have them or he thinks he needs them. In order to get them and still not admit the real reason to himself, he uses false excuses for having them. The boy who says that he must have a certain sport coat or the group at school will not accept him is giving a false excuse about his relationship to the group and for buying the sport coat. He does not realistically look at his own worth as an individual.

THE PROJECTOR

This is the person who assigns qualities he does not understand or accept in himself to other people or another person. The girl who says she can't stand Twiggy may be tall and skinny herself. She looks for someone else upon whom to project her unacceptable qualities.

THE COVER UP



This is one who will not let you know the real reasons for his dress. He may spend lots of time planning what he is going to wear and yet say to others who may comment on his clothes, "I just threw this together." His real reasons for dressing are hidden from people and opposite reasons are given.

THE NOT INTERESTED PERSON

This may be the person who just doesn't seem interested in clothes. He will never notice what you are wearing and obviously doesn't pay much attention to his own clothes. At an early time in this person's life, he may have had many very embarrassing and bad experiences with clothes. Because of this, the person may have decided to put clothes out of his mind and just say that they don't matter and are not important. If this person came from a very poor family which did not have money to buy nice clothes, this individual may have had to wear shabby things which caused lots of frustration. Accordingly, the person decided that he would never let clothes be very important to him any more.

THE CLOCK STOPPER

This may be the teenager who has never quite grown up. Or he may have grown up and then things started getting tough and he "regressed" and seemed to get childish. This person may wear sloppy clothes because he wants his mother to take care of him again as she did when he was younger. He is much safer that way and he doesn't have to face his problems or the real world.

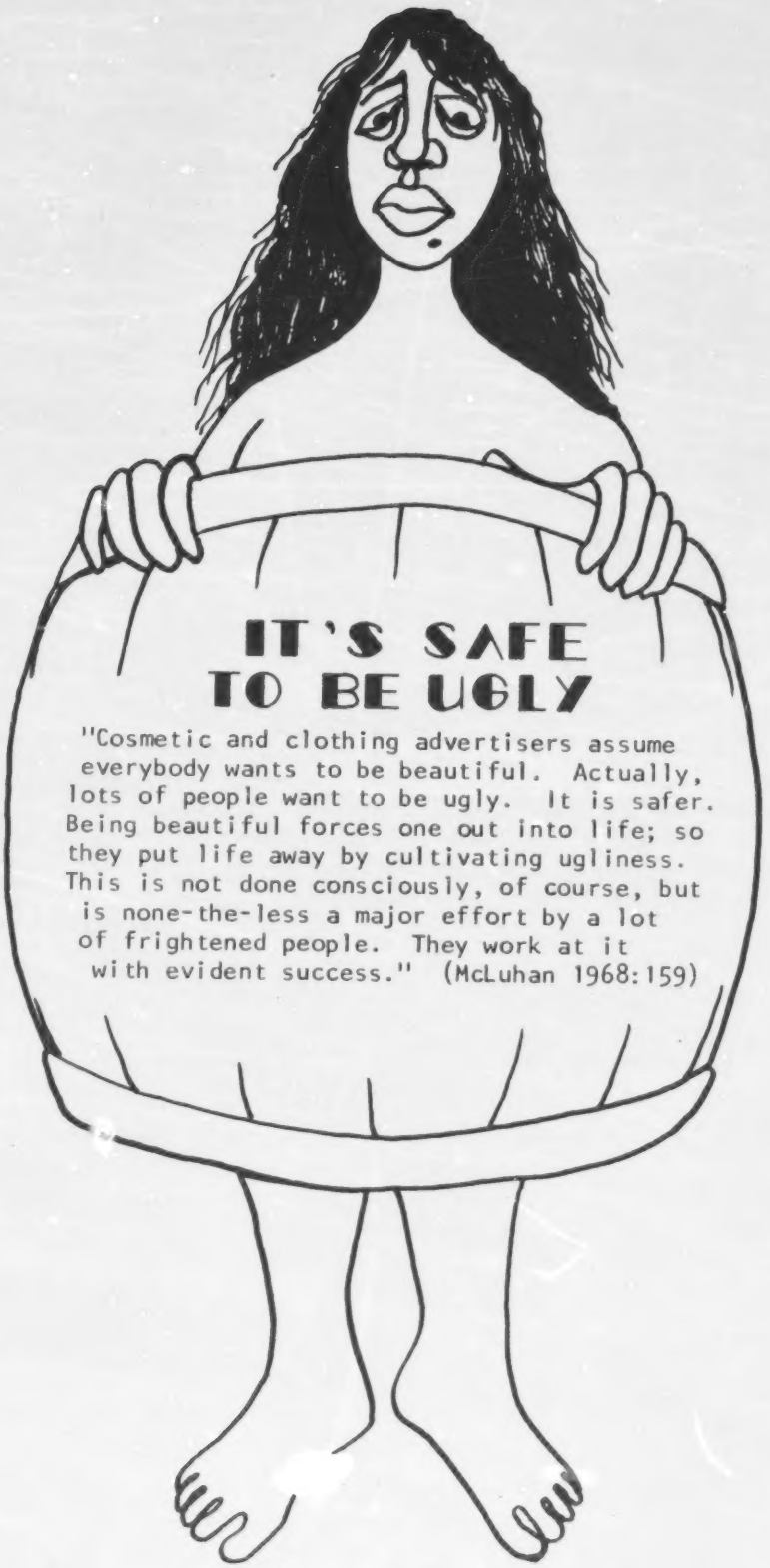
You may have noticed this person in one of your teachers or another adult. This person dresses in the styles of 10 or 20 years ago. You may wonder why this person does not dress in current styles. There may be other reasons but maybe this person became fixed to the clothes he wore when he was happiest. Maybe life became difficult and he did not want things to change. One way of remaining "happy" was to continue to wear the clothes he wore when he was happiest. Maybe your teachers still wear college clothes even though they have been out of college for 10 years or more. The college years were the happiest, and their life has not been as satisfying since.

This person may feel so confused and unworthy that he withdraws completely into a shell. His clothes are very "blah" so that hardly anyone will notice him.

THE LONER

ONE WHO FEELS INADEQUATE

This person may try to make up for feelings of inadequacy by dressing in showy or very expensive clothes with the right labels. Sometimes these people impress others as being "egotistical" but in fact may feel inferior to others.


IT'S SAFE
TO BE UGLY
"Cosmetic and clothing advertisers assume everybody wants to be beautiful. Actually, lots of people want to be ugly. It is safer. Being beautiful forces one out into life; so they put life away by cultivating ugliness. This is not done consciously, of course, but is none-the-less a major effort by a lot of frightened people. They work at it with evident success." (McLuhan 1968:159)

EXPERIMENT 4

1 FAMOUS YOUTH AND THEIR CLOTHES

Your leader will show you a picture of 10 famous youth. See if you can identify the picture. Record your answers in the spaces below and opposite the blank where you have identified the person, write down your opinion about their clothing.

Identify Famous Person	Your Opinion About Their Clothes
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Record here the one you liked best. _____

Think about people you have admired. Write down the name of one person you admire very much.

What about this person did you admire? _____

_____

_____

_____

_____

_____

Write down the name of one person whose way of dressing you admire and explain what you like about the person's appearance. _____

_____

_____

_____

_____

_____

DEFENSES

Study the descriptions in your INFORMATION SHEET of the youth who have not understood their present role realistically or who may look at themselves differently than other people do. CAN YOU THINK OF MORE ACCURATE DESCRIPTIONS OF THESE PEOPLE IN TERMS OF WHAT THEY WEAR? Use the people you remember seeing at school and write a description below of this person. Hand this in to your leader and ask her to summarize all the descriptions the group made and share them with you.

Conformer

1

Flirt

2

Excuse Giver

3

Projector

4

Cover Up

5

Not Interested Person

6

Clock Stopper

7

One Who Feels Inadequate

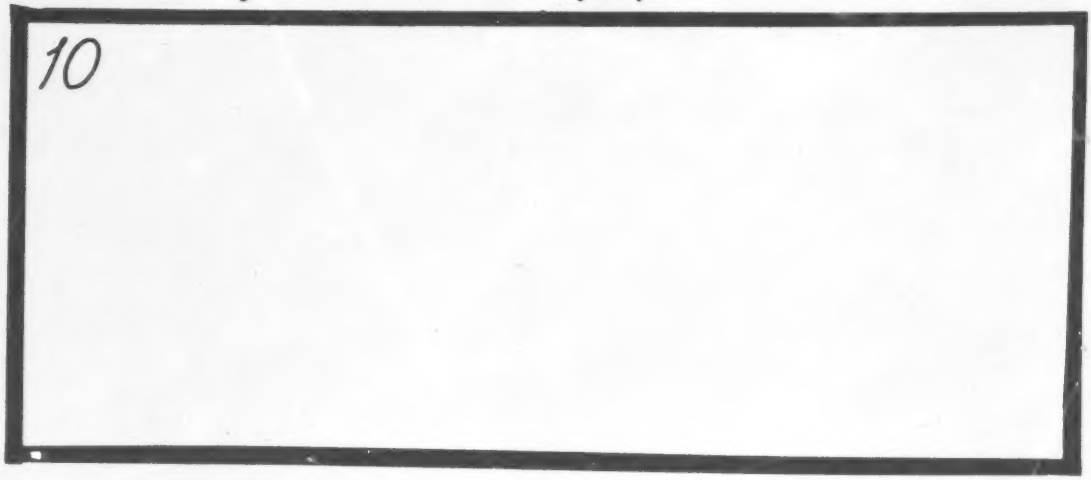
8

Loner

9

It's Safe To Be Ugly

10



PROPER DRESS FOR TEACHERS

Write here what you consider proper dress for teachers. In considering this proper dress, write down the kind of dress or clothes the teacher you most admire would wear.

UNIQUELY YOU

What colors and styles in your wardrobe distinguish you as unique?

_____

_____

Where do you get ideas for the clothes in your wardrobe? Do fashion magazines influence your buying? Do you have many things that are like what your friends have? (Not exact copies, but similar styles.) Write in the space below the things you think have the most influence on the clothes you buy.

_____

_____

_____

YOUTH GUIDE

CITED REFERENCES

Cooley, Charles H. "Looking Glass Self," Human Nature and the Social Order. New York, Charles Scribner's Sons. 1902, Rev. Ed. 1922. pp. 152ff.

Dichter, Ernest. "The Peacock Revolution," American Fabrics. No. 71 (Spring-Summer 1966) pp. 42-43.

Janney, J. E. "Fad and Fashion Leadership Among Undergraduate Women." Journal of Abnormal Psychology. 36, 1941, 275-278.

McLuhan, Marshall. "Fashion is Language: McLuhan's Bazaar." Harper's Bazaar (April 1968) pp. 150-167. (Quotations by permission of publisher.)

McLuhan, Marshall. "The Future of Sex," Look (July 25, 1967) pp. 56ff.

Ryan, Mary S. Clothing: A Study in Human Behavior. New York. Holt, Rinehart and Winston, Inc. 1966.

Wax, Murray. "Themes in Cosmetics and Grooming," American Journal of Sociology. 62:591ff. 1957.

SUPPLEMENTARY MATERIALS TO USE WITH YOUTH GUIDE

Finding, Getting, and Keeping a Job. A packet put out by Penney's. Excellent to use for role playing situations as suggested in Experiment 4, Youth Guide. (Price: $1.00) May be ordered from: Education and Consumer Relations, J.C. Penny Company, 1301 Avenue of the Americas, New York, New York 10019.

Dress Right Program for Youth. A set of 13 programs for youth published by the American Institute of Men's and Boy's Wear. Especially useful to supplement Youth Guide are Skit Format, "Rate Your Date" Quiz Sheets, "Preparing for a Job Interview," "Does Your Image Project," and "Your Life Style." May be ordered: Richard Smith
American Institute of Men's and Boy's Wear
1290 Avenue of the Americas
New York, New York 10019

U. S. GOVERNMENT PRINTING OFFICE : 1970 O -377 -625